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Ideas included are the product of an intensive workshop held to study the public school education of exceptionally talented children.

With the expectation of improving expression and study skills, the program of language arts is initiated on a broad level of basics and supplements including language expression, committee work, creative writing, and parliamentary procedures. The literature program attempts to explain a novel and develops work in David Copperfield. Development of reading speed and comprehension is given emphasis. Social studies enrichment gives attention to physical, social, economic, political and spiritual comcepts of one world. Understanding number systems, fractions, measurements and problem solving supplement the arithmetic units. Sciences are explained in terms of plant-animal relations and the effect of air and weather. To give a broadened knowledge of the fine arts, art, music, dramatics and dancing outlines are included.

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The Challenge . . .

A PROGRAM
for
GIFTED CHILDREN
in the
FOURTH AND FIFTH GRADES

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The Challenge

The general objects - - - are to provide an education adapted to the years, to the capacity, and the condition of everyone, and directed to their freedom and happiness - - - We hope to avail the state of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated.

- Thomas Jefferson,
Notes on Virginia

Copies of this report may be obtained from the Guidance Clinic, Western Carolina College, Cullowhee, North Carolina. Price $1.50

THE CHALLENGE . . .

A PROGRAM FOR GIFTED CHILDREN

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WINSTON-SALEM CITY SCHOOLS

WINSTON-SALEM, NORTH CAROLINA

FOREWORD TO THE SECOND EDITION

This guide is the product of an intensive workshop held at Western Carolina College and sponsored by the North Carolina Commission to Study the Public School Education of Exceptionally Talented Children.

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CULLOWHEE, NORTH CAROLINA

FOR THEIR HELPFUL ADVICE AND COUNSEL IN THE
PREPARATION OF THIS MANUAL

TO THE TEACHER

This guide represents the cooperative efforts of the teachers of North Carolina who were chosen by the Commission to Study the Public School Education of the Exceptionally Talented and by the State of North Carolina and to develop an enrichment program that will not only meet the needs of the exceptionally talented, but will be helpful in providing an enrichment program for all children, since "the keynote to all good teaching is enrichment."

From such a program, we believe will come facility in the skills of abstract thinking, organization, discriminating judgment, creative writing and the ability to engage profitably, and purposefully, in group activity; hence, enrichment will result.

The planners further think that enrichment will accrue, only to the extent that children learn the essential skills and that subject matter becomes meaningful and purposeful to the learner.

It is also our belief, that if these activities are carefully and intelligently followed, that beyond the development of skills, there will be a depth of understanding which will result in critical and conceptual thinking on the part of the learner.

This outline represents a nucleus of purposeful planning, whereby, the resourceful teacher may broaden the scope and implement a program that is more extensive than that of the course of study as outlined by the Department of Public Instruction in the State of North Carolina and will add depth and breadth to the teaching program.

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CHAPTER 1

Language Arts Program - Fourth and Fifth Grades

I. Problem Area - Language

- A. Oral Language Expression
- B. Developing Listening Skills
- C. Committee Reports
- D. Written Reports and Research
- E. The Class Newspaper
- F. Creative Writing
- G. Parliamentary Procedures

II. Problem Area - Literature: "David Copperfield" by Dickens

- A. Introduction of the Novel
- B. Purpose of Writing "David Copperfield"
- C. Concepts to be Taught
- D. Activities

III. Problem Area - Reading

- A. Introduction
- B. Literature
- C. Evaluation
- D. Materials Needed
- E. Bibliography

IV. Problem Area - Spelling

- A. Vocabulary Building Based on Individual Needs
- B. Rules for Correct Spelling
- C. Word Building Skills
- D. Visual Aids Used in Spelling
- E. Activities
- F. Sample Test
- G. Materials Needed
- H. Evaluation
- I. Bibliography

The Language Arts Program For Fourth And Fifth Grades

LANGUAGE

This We Believe

(1) That the training of the gifted child has been a problem and will continue to be a problem as long as the course of study is geared to fit the average child. In the resourcefulness of the gifted there is a promise for the conservation of human life, hence society owes itself a duty to conserve all its potential assets through training that is well planned and carefully administered for the notion that the gifted can take care of himself is erroneous.

(2) We believe that we need to explore the fields of Language Arts as prescribed by the State Course of Study for North Carolina Schools and in addition to its offerings, formulate an enrichment program that will meet the needs in terms of the tempo or pace of the gifted child.

This We Can Do

We can provide a Language Arts Program that shall have as its primary aim to cover the basic course of study and in addition provide the following supplementary activities.

A. Oral Language Expression

1. Oral language expression with emphasis on word choice, focus on vivid expression and clarity of oral style.
2. Public speaking (to refine speech skills, voice quality, pronunciation, emunciation and choice of words in order to achieve clarity of expression and audience appeal.

3. Choral reading (to provide oral expression and aesthetic beauty).
4. Dramatization (including formal, informal, pantomime and marionettes).
5. Enjoying and sharing poetry.
6. Developing the ability to participate in and lead discussion as (evaluating T. V. Programs, book criticisms, group behavior, field trips and current events).

B. Developing Listening Skills Through

1. Reading stories
2. Telling stories
3. Sharing newspaper articles (listening to current news, bringing in reports to school, and analysis of two talks on the same subject)
4. Music interpretation (eg. The Nutcracker's Suite), The William Tell Overture or Rusty in Orchestraville
5. Use of Recorder (for enunciation, pronunciation, voice inflection and rhythm), listening to recordings of their own voices, narrating stories for their pantomimes, reports and music, dramatic activities and the planning of radio programs.
6. Listening to the sounds about them in their school world

C. Committee Reports

1. The pupil and teacher together, formulate rules and standards for a good report.
2. Working together as a committee and planning a report for your own talk.

D. Writing a report as a result of research.

The process of looking up answers is as important as the answers themselves. This process may take many forms eg, the textbooks, encyclopedias, informational books, and magazine articles. Children can be taught at an early age to develop their skills and to know which sources are reliable thus, a child may be guided to develop the power of critical thinking through this media.

E. The Class Newspaper.

1. Provides a teaching text for helping students make judgments and evaluations. There must be editors to make final selections from such categories as sport items, news items, cartoons, jokes and riddles.

F. Creative Writing including

1. Stories (original, tall tale, nonsense or adventure)
2. Fantasy (furnishes interesting writing for weaving together facts and fancy).
3. Autobiographies
4. Poems (encourage children to compose poems that have a rhythm rather than rhyming words)
5. Letter writing including (friendly, business and social)
   a. Writing notes of appreciation
   b. Writing notes inviting their own speakers
   c. Writing to pen pals
   d. Writing newspaper articles
6. Keeping daily logs of daily class activities
7. Written reports on book reviews and character sketches
8. Preparing notes for outlines for written and discussion reports

9. Recording interviews with classroom visitors

G. Parliamentary Procedures.

1. He must lead, plan and evaluate his class activities

2. The regular order of business should be followed

This We Can Expect

A. The improvement in the ability of the student to express ideas and to convey them to others through effective writing and speaking. We can expect the student to develop the skills to properly organize, recall and interpret relevant facts.

B. We can expect an improvement in the study skills, for learning to study effectively is an effort that must be made by each person. There is no one best method. A method that is effective for one student is not necessarily effective for another. Study demands a driving motive, an intense desire to learn and to achieve, and an interest in the "will to do".

LITERATURE

The world of literature can be a very important gateway to creative expression. The teacher should try to build sincere respect for the writings of others. An appreciation for good literature helps children to build standards to guide their reading; however, reading is primarily for leisure and relaxation.

Problem Areas - David Copperfield by Charles Dickens

A. Introduction -

1. Define a novel
    a. It must show a knowledge of men and their emotions.
    b. It must be bred of experience.
    c. It must present a recognizable picture of life.
2. Locate the setting of the plot and the author's home.
3. Briefly review the life of Dickens.
4. Describe the economic conditions in England during the early 19th century.

B. Dicken's reasons for writing "Copperfield".

1. It satisfied a deep psychic need to survey his life.
2. His desire to bring to the influential class of England a realization of the wretchedness of the poor.
3. He wished to succeed and to succeed in a worldly sense.

C. Concepts to be taught.

1. Persons in a position of authority should be honest and considerate.
2. People should care about others.
3. A great character has humility.
4. A great character has courage.
5. Take care of orphans.

6. Teach children honesty and good will.
7. Inasmuch as lieth in you live peaceably with one another.
8. The evil is no match for the good.
9. The cunning in the end, are subdued by the simple and brave.
10. The inhuman are inferior to the human, the inhuman fail.
11. Social forces mold individual.

D. Activities -

1. Picking out the parts of the story which seem to be based, to some extent, on incidents in Dickens' life.
2. Classifying the weak and strong characters and giving reasons for such.
3. (Charles Dickens was known to be fond and sympathetic with children). Giving examples from the book which shows this affection and understanding most clearly.
4. Writing paragraphs describing the character of David Copperfield.
5. Selecting humorous parts of the story and deciding whether humor is expressed through the use of mirth - provoking situations, or through characters who are in themselves humorous.
6. Listing the attributes of a good wife or mother.
7. Reading and comparing F. with the 31st chapter of Proverbs.
8. Making the following comparisons
   a. Maria Braswell's rejection of Dickens with the love of David and Dora.
   b. Dora and Dickens' wife, Kate Hogarth.
   c. Mr. Murdstone and Mr. Creakle with Dr. Strong.
   d. The security of the Peggotty family with that of his own.
   e. Miss Betsy with the Murdstones.

9. Dramatizing scenes from the story.
10. Arranging attractive displays relative to the story.
11. The making of puppets, representing some of the characters.
12. Viewing film strip on Dickens and/or David Copperfield.

This We Need

1 Set of World Book or any other good encyclopedia (revised edition)

1 Opaque Projector

1 Webster Unabridged Dictionary (Collegiate)

The minimum of 3 sets of Supplementary Readers (Levels 5-6-7)

The minimum of at least 10 biographies of famous people

1 Poor Richard Almanac

1 Set of good books on Prose and Poetry

1 Thesaurus (Roget)

The minimum of 3 sets of Junior Classics as

Moby Dick

David Copperfield - Laidlaw Series

Mark Twain

READING

This We Believe

That reading can do much in promoting clear understanding, developing habits of good thinking, stimulating broad interests, cultivating appreciations, and establishing stable personalities. Reading has come to be more of a functional skill rather than a formal exercise. Learning to read is no longer for the sake of reading a school reader. It has come to be more purposeful. Children read to get information, to find answers to their questions, and to verify. The program is integrated with the whole school curriculum. Reading is tied up more closely with the pupil's own experiences. Meaning is developed much more readily when the material read has some connection with the things the children have done and seen.

There is a great increase in numbers, variety, and quality of books and other reading material. The basic text has been replaced by a variety of books and reading experiences are not confined to books alone. Signs, labels, charts, and magazines are increasing the variety and adding new sources of information and experience.

This We Can Do

1. It is important that the teacher make a conscious effort to help pupils increase their speed in reading without scarifice of comprehension.
2. To learn to use effectively indexes, tables of contents, prefaces, dictionaries, encyclopedias, reference books, maps, atlases, and to develop good library habits.
3. To read widely, to select materials suitable for plays, monologues, and puppet shows.
4. To develop skills for taking notes from the materials read.

5. To summarize material read in outline form.
6. To keep charts of reading rates and work for improvement of speed and comprehension.
7. To participate with a reading group for the discussion.
8. To do research necessary for planning and staging productions.
9. To establish the habit of reading book reviews.
10. To learn to read newspapers and magazines critically.
11. To learn to use radio and television guides for the selection of worthwhile programs.
12. To learn to remember what is valuable in reading material.
13. To learn to enlarge his vocabulary in a systematic fashion with emphasis on the use of the dictionary.

Literature

Enrichment in the field of literature means enrichment in both breadth and depth. Gifted children need to be encouraged to delve more deeply into literature and teachers need to help the gifted pupils.

1. To recognize the values of good literature.
2. To learn about the different types of literature.
3. To develop permanent reading interests.
4. To develop an appreciation of style and beauty of form.
5. To carry on more extensive reading on topics discussed in the class.
6. To read widely in the classics.
7. To enjoy reading orally.
8. To memorize selected poems.
9. To keep reading records.
10. To make scrapbooks.
11. To participate in book displays.

12. To help in planning for visits of resource people.

13. To listen to recordings of well-known literary selections.

14. To read and evaluate plays and to engage in producing them.

This We Can Expect

1. To develop skills to a higher level including comprehension, critical thinking, skimming, interpreting, and pacing reading to suit the purpose.

2. To become more independent in the use of research skills developed by the group.

3. To develop the ability to interpret materials read in the various media.

4. To be able to recognize pertinent facts and evaluate their present worth to him.

5. He must not miss any important data.

6. Ability to carry the problem in mind while reading.

7. Ability to select facts which relate to the problem.

8. Ability to validitate information.

9. Ability to arrange ideas in proper order.

10. Ability to summarize.

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This We Need

1 Set of World Book or any other good encyclopedia (revised edition)

1 Opaque Projector

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The minimum of 3 sets of Supplementary Readers (Levels 5-6-7)

The minimum of at least 10 biographies of famous people

1 Poor Richard Almanac

1 Set of good books on Prose and Poetry

1 Thesaurus (Roget)

The minimum of 3 sets of Junior Classics as Moby Dick

David Copperfield - Laidlaw Series

Mark Twain

SPELLING

I. This We Believe

We believe that spelling is an important part of all writing and that the child should be able to maintain a high standard of spelling accuity in all phases of written work.The pupil should develop a spelling consciousness and must be taught to proof-read and check spelling by the use of the dictionary.

II. This We Can Do

A. We can recognize children's individuality and teach spelling vocabulary based on their particular needs. The effectiveness may be gaged by the growing independence of the learner. We can apply phonetic principles which are conducive to the program of teaching spelling. We can improve the reading program which in turn, improves the spelling program. We can correlate spelling with other facets of the school program. We can teach spelling skills with the Language Program.

B. Rules for Correct Spelling

Knowing the rules in syllabication aids in pronuncia pronunciation.

1. There are as many syllables as there are pronounced vowels.

2. A single consonant standing between two vowels usually goes with the vowel that follows it, when the vowel that comes before it

is accented and long e.g., (be-gin):

3. A single consonant standing between two vowels usually goes with the vowel that follows it, when the vowel proceeding it is accented and long eg., (pōny)

4. A single consonant standing between two vowels usually goes with the vowel that precedes it, when that vowel is accented and short e.g., (sev-er)

5. When consoants in combination are not blended or when there is a definite break in sound they are split between the preceeding and following syllables. The pronunciation of the work gives the clue to syllabication e.g., (pic-ture)

Horn recommends the teaching of only those rules that apply to a considerable number of words and have few exceptions. These are:

6. Most nouns form their plurals by adding s or es to the singular. e.g., (kiss - kisses)

7. Q is always followed by U

8. I before E except after C, or when sounded as A as in neighbor and weigh.

9. The sound of I at the end of a word is usually spelled by the letter y

10. Double consonants are split between the preceding and the following syllables, except when the following sentence is a suffix. e.g., (vil-lage).

11. In most instances, prefixes and suffixes constitute separate syllables in themselves. e.g., (plant-er, pre-pare).

C. Word Building Skills

Words should be studied with the following thoughts in mind:

1. What makes this particular word hard to spell?

2. Is the word spelled as it sounds?

3. What are the initial sounds?

4. What word families do you discover?

5. What vowels must be remembered? (Are they long or short?)

6. What influence have the vowels on the other letters?

7. What sounds are difficult to hear in ordinary pronumciation? e.g.,(picture, biscuit)?

8. Does the ending sound rhyme with any other word you know?

9. Forming plurals (changing y to i) e.g.,copy - copies

10. Dropping letters or endings e.g.,(drive - driving)

11. Adding endings (farm - farmer)

12. Doubling final letter and adding eidings e.g.,(can, canning)

13. Finding root words e.g.,(mistaken, mistake)

14. Changing parts of speech e.g.,(sweet - sweetly) (soft - softly)

D. Visual Aids in Spelling including

1. Flash cards

2. Film strips

3. flash meters

4. phonetic cards

These may be used as a media to establish effective mental pictures of the words to be studied.

5. Games - including word games devised by Dolch give good training in visual and auditory word analysis. These include Consonant Lotto - practice in hearing vowel sounds using pictures of familiar objects. The player matches the vowel and vowel sounds. Syllable Games - practice in seeing syllables in words from two to four syllables.

E. Activities

1. The teacher and the pupil together should compile a class and individual demon word list.
2. Examination of the lists giving special attention to the tricky features.
3. Make a list of suggestions for word study - review at intervals with the class the suggested steps for study.
4. Look, pronounce, study, say the word in syllables. Write it, close your eyes and get a mental picture then write.
5. Give occasional pronunciation drills.

F. Word Test

For Grades Four and Five (Pre-test)

bathroom	public	plain
tobacco	highway	valuable
concert	willing	fright
humor	opposite	failure
eighteen	wreck	oblige
island	surely	messenger
trouble	seventeen	strength
attract	debt	anger
flash	worm	mining
valentine	rather	hate
lucky	manner	navy
hasn't	moment	fireplace
doubt	slept	wool
share	lumber	tower
stock	shown	valley
muddy	complete	pump
straight		freight

G. <u>This We Need</u>

A. Materials Needed

1. State Text and Teacher's manual
2. Dictionaries (desk copies of Junior dictionaries e.g., (Thorndike).
3. One room copy of Webster's Collegiate (Unabridged)
4. Spelling note books (Preferably stenographer note pads)
5. Phonetic cards or charts
6. Spelling Games
   a. Syllable Games
   b. Consonant Lotto

H. Evaluation

This We Expect

That the children shall show a marked improvement in:

1. The ability to spell more words correctly and a use of a large and fuller vocabulary.
2. The ability to write with confidence using the words they have learned in various situations.
3. The ability to pronounce words clearly and distinctly
4. Ability to read with greater comprhension in other areas.
5. Ability to attack new words by using the study skills they have acquired.
6. The development of a keen interest in new and unusual words.
7. Spelling habits must be so completely formed that the pupil under normal conditions will be free to give his attention entirely to the organizations of his thoughts without having to stop to reason about the form of the word which he is using to express his thoughts.

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This We Believe

That children should develop an attitude of belonging to and responsibility for the "Brotherhood of Man".

That all people must learn mutual understanding and respect for others if we are to have world peace.

That to be efficient, students must develop the best of study habits and skills.

That it is essential to acquire habits of critical judgment.

That as good citizens in a democracy we must understand how and why man lives in other areas of the world under other forms of government.

That we should strive to narrow our "social lag" by improving our moral and social performance.

This We Need

1. A world atlas
2. One or more up-to-date sets of encyclopedias.
3. A globe
4. Art media such as crayons, construction paper, scissors, paste and paint.
5. A local nature museum
6. Dolls representing people of the earth. These may be cut out drawings, or may be purchased locally, or may be purchased from The United Nations, Washington, D. C.
7. A world map and maps of the continents
8. A map of geographical terms.
9. Webster's Geographical Dictionary
10. Webster's Biographical Dictionary

CHAPTER 2

PROBLEM STUDY AREAS: SOCIAL STUDIES ENRICHMENT FOR GRADES FOUR AND FIVE.

Problem Area I.

The Physical Concept of One World.

I. Basic Information.

- A. Earth's relation to solar system.
- B. Shape and size of the earth.
- C. The Earth's Surface.
- D. Two Forces of Earth.
- E. How the Earth Changes.
- F. Resources From the Earth.
- G. Measuring Distances on the Earth.
- H. Study Skills.

II. References.

III. Suggested Activities.

IV. Evaluation.

Problem Area II.

The Social Concept of One World.

I. Basic Information

- A. The Origin of Man.
- B. Homo sapiens.
- C. How man differs from other animals.
- D. The civilization of man.
- E. Social Studies Skills.

II. References.

III. Suggested Activities.

IV. Evaluation.

Problem Area III.

The Economic Concept of One World.

I. Basic Information.

- A. Economic Conditions Before the Industrial Revolution.
- B. The Industrial Revolution and its effects.
- C. Production.
- D. Distribution.
- E. Consumption.
- F. Financial Organization.
- G. Public finance.
- H. Theories to improve economic organizations.
- I. Social Studies Skills.

II. References.

III. Suggested Activities.

IV. Evaluation.

Problem Area IV.

The Political (or Governmental) Concept of One World.

I. Basic Information.

- A. Modern governments and their development.
- B. How U.S. government developed.
- C. Organization of the U.S. government.
- D. What government does for us.
- E. Our responsibilities as citizens.

F. Our rights as citizens. G. Comparison of different kinds of governments. H. International relations. I. Careers in government. J. United Nations. K. Social Studies Skills. II. References. III. Suggested Activities. IV. Evaluation.	
Problem Area V. The Spiritual (or Religious) Concept of One World. I. Basic Information. A. Ancient and primitive religions. B. Modern religions. C. The Bible. D. Influences of religion. E. Religious Freedom and toleration. F. Social Studies Skills. II. References. III. Suggested Activities. IV. Evaluation.	

This We Can Do

Problem Area I: THE PHYSICAL CONCEPT OF ONE WORLD

I. Basic Information

A. The earth in the solar system

1. Rotation causes day and night
2. Revolution makes years
3. Relation to sun and planets
4. Tilting on axis causes seasons

B. The shape and size of the earth. Trace the development of theories from ancient times to modern times and how these have been approved or disapproved.

1. Compare its size to other planets
2. How we know the earth is round

C. The earth's surface

1. Oceans or hydrosphere
2. Land or lithosphere
3. Air or atmosphere

D. Two forces of earth

1. Gravitation of earth
2. Magnetism of earth

E. How the earth changes

1. How the land is being worn away
2. How mountains are made

F. Resources from the earth

1. Soil resources
2. Water resources
3. Air resources

G. Measuring distances on the earth

1. Lines of longitude

a. How measured

b. How many degrees

c. Temperature zones of earth

2. Lines of latitude

a. How measured

b. How many degrees

c. Time belts of earth

H. Study skills to be developed

1. How to use an encyclopedia

2. How to use a map

3. How to use an atlas

4. How to take part in a social studies discussion.

II. References for this unit:

Books for Children and Teachers

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_____, Land We Live On. New York: Doubleday Publishing Company, 1944.

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Gamow, George, Biography of the Earth. New York: Viking Publishing Company, 1941.

Lane, F. C., World's Great Lakes; New York: Doubleday Publishing Company, 1948.

Leet, L. D., Causes of Catastrophe. New York: McGraw - Hill Book Company, 1948.

Rugoff, Milton Allan, editor, Harvest of World Folk Tales. New York Viking Publishing Company, 1939.

Wallbank, T. Walter, Man's Story; World History In Its Geographic Setting. Chicago: Scott - Foresman Publishing Company, 1951.

III. Suggested activities - Those starred may be applicable to all units.

A. Make a globe. See fourth grade text, Living Together Around The World, pp. 261-264 for instructions.

*B. Have children locate all continents; oceans, temperature zones, lines of latitude, lines of longitude, the eastern, western, northern, and southern hemispheres on both globe and flat wall maps.

C. Discuss why globes give a more accurate representation of the earth than flat maps.

D. Give a teacher survey on the history of map making

E. Show Coronet Movie, "Our Big Round World"

F. Explain and discuss the purpose and use of the "Table of Contents" and the "Index".

*G. With children helping, prepare a spelling list of words from the new words encountered in this unit such as the names of continents and oceans, hemisphere, etc.

*H. Introduce the class to any of your room or library supplemental books pertaining to this unit.

*I Assign topics for research, oral reports and written reports.

J. Choral reading - "The Wonderful World" by William Brighty Rands (attached).

IV. Evaluation

A. The location of our earth in its specific place in the solar system has what significance to plant and animal life on earth?

B. How do we know the size and shape of the earth? What proofs are there?

C. Of what value are lines of longitude and latitude?

D. Why is it necessary to develop efficient social study skills?

E. Why do we need to concern ourselves about learning everything possible about the whole world?

F. What is the approximate age of our earth? By what means can man figure this out?

G. Why do we need to develop the concept of one world?

H. What forces are changing the earth today?

I. What is the thickness of the earth's atmosphere? How is it possible for pilots to fly where there is so little oxygen?

J. What causes the bulging of the earth at the equator?

K. What is the size of the earth as compared with the sun and each of the other planets?

L. What are the two forces of the earth. Explain.

M. What are the three motions of the earth?

N. What minerals can be found within the earth?

"The Wonderful World"

by William Brighty Rands

Great, wide, beautiful, wonderful World,
With the wonderful water round you curled,
And the wonderful grass upon your breast,
World, you are beautifully drest.

The wonderful air is over me,
And the wonderful wind is shaking the tree--
It walks on the water, and whirls the mills,
And talks to itself on top of the hills.

You friendly Earth, how far do you go,
With the wheat fields that nod and the rivers that flow,
With cities and gardens, and cliffs and isles,
And people upon you for thousands of miles?

Ah! You are so great, and I am so small,
I hardly can think of you, World, at all;
And yet, when I said my prayers today,
My mother kissed me, and said, quite gay,

"If the wonderful World is great to you,
And great to father and mother, too.
You are more than the Earth, though you are such a dot!
You can love and think, and the Earth cannot!

Problem Area II: THE SOCIAL CONCEPT OF ONE WORLD

I. Basic Information

A. The origin of man

1. Biblical theory

2. Scientific theory of evolution

a. The evidence for evolution

1. Variation and change

2. Fossils

3. Embryology

4. Comparative anatomy

5. Geographic distribution

b. History of evolution

1. Early theories

2. Darwin's theory

3. Later studies

c. Unsolved problems of evolution

B. Homo sapiens - the human race

1. Definition of race

a. Pure race

b. Race superiority

c. Race prejudice

2. The three major stocks of mankind

a. Negroid

1. Subdivisions

2. Characteristics

3. Where they live

4. 24% of world's population

b. Caucasoid

1. Subdivisions

2. Characteristics

3. Where they live

4. 33% of world's population

c. Mongoloid

1. Subdivisions

2. Characteristics

3. Where they live

4. 43% of world's population

C. How man differs from other animals

1. Man alone uses large numbers of plants and animals for his own benefit.

2. Man alone has been able to adjust to all climates.
3. Man alone can make and use tools because he can grasp objects with his hands.
4. Man alone learns secrets of his world through science.
5. Man alone creates works of lasting beauty through art.
6. Man alone travels and communicates around the world by use of planes, radios, telephones, telegraphs, and television.
7. Man alone slaughters millions of his own kind in war.
8. Man has greater brain capacity.
9. Man has a soul and can express noble ideas.
10. Man changes his surroundings to meet his needs.

D. The Civilization of Man
   1. Definition of civilization
   2. Three chief lines of development in civilization
      a. Control over nature
      b. Social organization
      c. Moral ideals
   3. What is "social lag"?
   4. Civilization as control of nature
      a. Savagery
         1. Lower savagery
         2. Middle savagery
         3. Higher savagery
      b. Barbarism
         1. Lower barbarism
         2. Middle barbarism
         3. Higher barbarism

c. Civilization

1. Lower civilization

2. Middle civilization

3. Higher civilization

5. Civilization and moral ideals

6. Civilization and social organization

7. Important events in the development of civilization

a. Control of fire

b. Use of metals

c. Planting of crops

d. Domestication of animals

e. Invention of the wheel

f. Art of writing

g. Building of fixed dwellings

h. organization of government

8. How climate affects man's life

a. In securing food

1. In cold lands

2. In temperate lands

3. In hot lands

b. In securing shelter

1. In cold lands

2. In temperate lands

3. In hot lands

c. In securing clothing

1. In cold lands

2. In temperate lands

3. In hot lands

d. In securing recreation

1. In cold lands

2. In temperate lands

3. In hot lands

e. In making a living

1. In cold lands

2. In temperate lands

3. In hot lands

f. By causing man to migrate thus producing racial mixtures

E. Social Studies Skills

1. How to use parliamentary procedure

2. How to understand social studies reading

3. How to make an honest report

4. How to use a dictionary

5. How to do committee work

Books for Children and Teachers

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_____, Statement On Race. New York: Schuman Publishing Company, 1951.

Baruch, D. W., Glass House of Prejudice. New York: Morrow Book Company, 1946.

Benedict, Ruth F., In Henry's Backyard; The Races of Mankind. New York: Schuman Publishing Company, 1948.

_____, Race: Science and Politics. New York: Viking Publishing Company, 1945

Boas, Franz, editor, General Anthology. Boston: Heath Publishing Company, 1938.

Braidwood, Robert John, Prehistoric Men. Chicago: Chicago Natural History Museum, 1948

Count, E. W., editor, This Is Race. New York: Schuman Publishing Company, 1950

Eberle, Irmengarde, Big Family of Peoples. New York: Crowell Publishing Company, 1952.

Evans, Eva K., All About Us. New York: Capitol Publishing Company, 1947.

Edel, May, The Story of People. Boston: Little Book Company, 1953.

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Howells, William W., Mankind So Far. New YorkL Doubleday Publishing Company, 1944.

Kluckholm, Clyde, Mirrow For Man. New York: McGraw - Hill Book Company, 1949.

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Linton, Ralph and A. S., Man's Way From Cave to Skyscraper. New York: Harper, 1947.

Lucas, J. M., Man's First Million Years. New York: Harcourt, Brace and Company, 1941.

Masani, M. R., Growing Human Family. Fair Lawn, New Jersey: Oxford Publishing Company, 1951.

McWilliams, Carey, Brothers Under the Skin. Boston: Little Publishing Company, 1951.

Powerhouse, Hortense, Probing Our Prejudices. New York: Harper, 1944.

UNESCO, What Is Race: Evidence From Scientists. New York: Columbia University Press, 1952.

Van Loon, Hendrik Willem, Story of Mankind. New York: Liveright Publishing Company, 1951.

Venable, Vernon, Human Nature, The Marxian View. New York: Knopf Publishing Company, 1945.

Whalen, Frank D. and Schmitt, Irene M., Living and Working Together In the United States and In the World. New York: Noble and Noble Publishing Company, 1953.

III. Suggested Activities

A. Make friezes or posters on: "Some Important Events In the Development of Civilization", "How Climate Affects Our Lives", "How Man Differs From Animals", and "The Art of Early Man".

B. Make charts on: "Characteristics of the Three Chief Races of Man", "How the Chief Races Are Related To one Another", "Percentages of World's Population Comprised of Negroids, Caucasoids, and Mongoloids".

C. On an outline world map, place cut-outs of the races of man in their principal locations.

D. Make a miniture canoe like those of the Stone Age.

E. Make clay models of the three chief races of man.

F. Show United World film, Nomads of the Jungle.

G. Song - "You Have to Be Taught to Hate". Rogers and Hammerstein's South Pacific.

H. Collect, report on, and discuss news items relating to archeological discoveries and racial problems.

I. Survey Charles Darwin's life.

J. Assign areas for research on the factual material. Have children learn to take notes, give oral reports, and write reports on their research.

IV. Evaluation

A. Do all races of man have one common origin?

B. What may be causes for their chief characteristics?

C. Why do some anthropologists say that there is really only one race of man?

D. Are there any pure races today? If so, where?

E. What causes the development of race prejudice?

F. Why is it incorrect to speak of an "English Race, a "French Race", or a "German Race".

G. Is there any one race superior to any other?

H. Should the earth's white people control the earth's colored people although the whites represent only about one-third of the earth's population?

I. What are the causes of racial tensions?

J. Discuss some examples of racial tensions in the world today in your city or county, your state, your nation, and your world.

K. Do all men agree that civilization as we know it, with man's greater advancement in the scientific area and lack of an equal advancement in the moral and social areas of life, is the best form of civilization?

Problem Area III: THE ECONOMIC CONCEPT OF ONE WORLD

I. Basic Information
  A. Economic conditions before the Industrial Revolution
    1. Primitive man
    2. The Middle Ages
    3. The Renaissance
  B. The Industrial Revolution and its effects
    1. Transportation
    2. City growth and mass production
    3. Labor
      a. Child labor
      b. Labor movement
      c. Leisure
  C. Production
    1. Natural resources
      a. Agriculture
        1. Land use
        2. Soil
      b. Minerals
      c. Forests
      d. Water Power
    2. Labor movement
      a. Population and immigration
      b. Labor conditions
        1. Slavery and the Negro
        2. Sweatshop
        3. Farm labor
        4. Mass production and technological unemployment
        5. Decentralization of industry
        6. Safety
        7. Work and fatigue
        8. Pensions
      c. Labor organization
        1. Gompers and the American Federation of Labor
        2. Industrial Workers of the World
        3. Congress of Industrial Organizations
        4. Syndicalism
        5. Boycotts
        6. Strikes
        7. Arbitration
      d. Labor legislation
        1. Child laws
        2. Employer's liability
        3. Legislation in foreign countries
        4. Social security
        5. Workmen's compensation insurance
        6. Relief
      e. Capital implements production
        1. Fixed capital or wealth
        2. Working capital
  D. Distribution
    1. Commercial distribution
      a. Buying and selling
        1. Wholesalers

2. Retailers
b. Boards of Trade
c. Chain stores
d. Co-operative societies
e. Installment buying
f. International trade
g. Securities
h. Monopolies

2. Advertising and packaging
3. Distribution of income or social wealth
a. Rent
b. Interest and profit
c. Wages

4. Free Enterprise System
a. What is free enterprise?
b. How does the system work?
c. Consumer soverignty
d. Profits and losses
e. Freedom of job choice
f. Private property
g. Dividing the pie
h. The role of competition
i. The future of free enterprise
1. Poverty and depressions
2. Prosperity

5. Problems of distribution
6. Trade
a. Early trade
b. Effect of war on trade
c. Trade with America
d. The Industrial Revolution
e. How we depend on foreign trade
1. Exports
2. Imports
3. Job opportunities
4. World trade routes
5. Department of Commerce
f. Community trade

E. Consumption
1. Definition
2. Problems of Consumption
3. Government aids to the consumer
a. Better Business Bureau
b. Pure Food and Drug Laws
c. Consumer education
d. National Consumer's League

F. Financial organization
1. Money
a. Bank notes
b. Wampum as money
c. Counterfeiting

2. Banking and the role of saving
a. Building and loan associations
b. Co-operative banks
c. Postal savings banks

d. Federal Reserve banks
e. Farm credit
f. Trust banks
g. Credit unions
h. Credit

3. Investments
   a. Stocks and bonds
   b. Commodity exchanges
   c. Trust companies and investment trusts

G. Public finance
   1. Taxation
      a. Different kinds of taxes
         1. Direct taxes
            a. Real estate
            b. Personal
            c. Income
            d. Inheritance
         2. Indirect taxes
            a. Customs duties
            b. Sales tax
      b. Principles of taxation
         1. Tax system should be simple
         2. Tax system should be stable
         3. Tax system should be fair and just
         4. Tax should be inexpensive to collect
      c. Where your tax money goes
         1. Federal taxes
            a. Department expenses
            b. Public works
            c. Social security
            d. Agriculture
            e. Protection
         2. State taxes
            a. Buildings and highways
            b. Schools and libraries
            c. Protection and charity
         3. Local taxes
            a. Education
            b. Police, fire, and water
            c. Roads and streets
   2. Tariff
      a. Definition
      b. Types of tariff duties
      c. History of tariffs
      d. Purposes of tariffs
      e. The problems of tariff policy
         1. Should tariffs be reduced?
         2. Economic reasons for tariff
         3. The politics of the tariff
         4. The future of the tariff

H. Theories to improve economic organization
   1. Sir Thomas More's "Utopia"
   2. Socialism
   3. Communism
   4. Fascism

5. Nazi doctrines
6. Nonpartisan League
7. Dictatorship
8. Individual freedom

2. Social studies skills
   1. How to read simple graphs
   2. How to read pictorial graphs and maps
   3. How to read percentages, estimates, and figures.
   4. How to outline social studies material
   5. How to prepare a good report

II. References for this unit:

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Allen, F. L., The Big Change. New York: Happer, 1952.

Austin, Aleine, Labor Story: A Popular History of American Labor 1786 - 1949. New York: Coward - McCann Publishing Company, 1949.

Barry, Ruth, Wise Consumer. Evanston, Illinois: Row, Peterson and Company, 1942.

Bogart, E. L., Economic History of the American People. New York: Longmans Publishing Company, 1947.

Clark, F. G., and Rumanoczy, R. S., How to Think About Economics. Princeton, New Jersey: Van Nostrand Publishing Company, 1952.

Dulles, F. R., Labor In America; A History. New York: Crowell Publishing Company, 1949.

Fairchild, F. R., and Shelly, T. J., Understanding Our Free Economy. Princeton, New Jersey: Van Nostrand Publishing Company, 1952.

Floherty, J. J., Money - go - Round: The Strange Story of Money. Philadelphia: Lippincott Publishing Company, 1944.

Gemmell, J., and Balsley, H. L., Principles of Economics. Boston: Heath Publishing Company, 1953.

Gould, Kenneth Miller, Windows On The World. Harrisburg, Pennsylvania Stackpole Publishing Company, 1940.

Janzen, C. C., and Stephenson, O. W., Everyday Economics. New York: Silver Burdett Company, 1941.

Johnson, E. A. J., and Krooooss, H. E., The Origin and Development of the American Economy. New York: Prentice - Hall Publishing Company, 1953.

Leeming, Joseph, From Barter To Banking: The Story of the World's Coinage and Money. New York: Aopleton - Century - Crafts, Inc., 1940.

Upgren, A. R., and Edmunds, Stahrl, Economics For You and Me. New York: The Macmillan Company, 1952.

III. Suggested Activities

A. Make friezes, posters, or bulletin boards on "Purposes of Traiff", "Different Kinds of Taxes", "Where Your Tax Money Goes","Basic Economic Processes", "The Circles of Distribution".
B. Discuss and dramatize the roles of the children's fathers in our free enterprise system.
C. Assign topical areas for research, oral reports, and written reports.

IV. Evaluation

A. Why must we have some form of an economic system?
B. Do all countries of the world have the same kind of economic system? Does this increase the need for better international understanding?
C. Why is the country which receives the greatest share of world trade the most propersous?
D. Are nations constantly struggling to gain the greatest portion of of world trade? Why?
E. Why do you find a higher degree of civilization in areas of the world which have made greater development of their natural resources?
F. Compare our economic system with the socialist or communist system. Which do you think provides better living conditions and makes a happier society?
G. Does any economic system work perfectly? Give reasons why you think free enterprise is better than socialism.
H. Why must we use money?

Problem Area IV: THE POLITICAL (OR GOVERNMENTAL) CONCEPT OF ONE WORLD

I. Basic Information
  A. Modern governments and their development
    1. Need for government
    2. Origins and development of governments
      a. Primitive families and tribes
      b. Chiefs and early kings
    3. Forms of modern government
      a. Cabinet government
        1. Great Britain
        2. France
        3. Sweden
        4. Belgium
      b. Presidential,or Congressional, government
        1. United States
        2. Latin American republics
      c. Federal Council system - Switzerland
      d. The Communist system (totalitarian state)
        1. Union of Soviet Socialist Republics
        2. Yugoslavia
        3. Red China

B. How United States government developed
   1. English colonial grants and charters - Mayflower Compact
   2. Beginnings of self-government
      a. Breaking of charter contracts
      b. Organization before the Revolution
      c. First Continental Congress
   3. Declaration of Independence and government during the Revolution
   4. Government under the Articles of Confederation
      a. Weaknesses
      b. Adoption of Constitution
      c. Government under Washington
   5. Division of power between national and state governments
      a. Powers reserved to federal government
      b. Powers reserved to the states
      c. Constructive (implied) powers of the federal government.

C. Organization of the United States Government
   1. U. S. Constitution
   2. Executive Branch
   3. Legislative Branch
   4. Judicial Branch
   5. Civil Service
   6. Election and voting
   7. Political parties, groups, and practices
   8. State government
   9. County and township government
   10. City, town, and village government
   11. Government of U. S. Possessions

D. What government does for us
   1. City government
      a. City planning
      b. Municipal ownership
      c. Park
      d. Services of city government
   2. State government
      a. Civil
      b. Defense
   3. Federal government

E. Our responsibilities as citizens
   1. Voting
   2. Holding office
   3. Taking part in civic activities

F. Our rights as citizens
   1. Citizenship
   2. Freedom
   3. Justice
   4. Equality
   5. Protection

G. Comparison of different kinds of governments
   1. Autocratic compared with popular government
   2. Presidential compared with cabinet government
   3. Democracy compared with totalitarian governments such as Communism, Fascism, and dictatorships

H. International relations
   1. During peace
      a. Diplomatic and consular relations
      b. International agreement and policy
      c. International law
      d. International organizations
      e. Treaties
   2. During war
      a. Methods and procedures during war
      b. Armed forces
         1. Navies
         2. Armies
         3. Air forces
         4. Special army units and troops around the world
I. Careers in Government
   1. Agriculture
   2. Air force
   3. Army
   4. Aviation
   5. Civil Service
   6. Diplomacy
   7. Drug
   8. Federal Bureau of Investigation
   9. Fire Department
   10. Forestry
   11. Geology
   12. Home Economics
   13. Law
   14. Medicine
   15. Merchant marine
   16. Navy
   17. Nursing
   18. Police
   19. Sanitation
   20. Seismology
   21. Vetinary medicine
   22. Vocational guidance
   23. Weather forecasting
J. United Nations
   1. History
   2. Organization
      a. General Assembly
      b. Security Council
      c. Economic and Social Council
      d. Trusteeship Council
      e. International Court of Justice
      f. Secretariat
      g. Specialized agencies
   3. The United Nations at work
K. Social studies skills
   1. How to use the library card catalogue
   2. How to use an index
   3. How to use the world almanac
   4. How to locate references on a topic
   5. How to give an oral report
   6. How to make a written report

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Beard, Charles A., American Government and Politics. New York: The Macmillan Company, 1949.

Binkley, Wilfred E., American Political Parties, Their Natural History. New York: Knopf Publishing Company, 1945.

Briggs, H. W., Law of Nations. New York: Appleton Publishing Company, 1952.

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_____, National Governments and International Relations. Englewood Cliffs, New Jersey: Allyn and Bacon, Inc., 1950.

Munro, William B., The Government of The United States; National State, and Local. New York: The Macmillan Company, 1946.

Turner, Mina, Town Meeting Means Me. Boston: Houghton - Mifflin Company, 1951.

III. Suggested Activities
- A. On outline world maps, label the countries and color them to to indicate whether they have a democratic or a totalitarian form of government.
- B. Assign broad areas for research to be shared through oral and written reporting.
- C. Invite a local government official to speak to the class about the work of the local government unit.
- D. Through role playing, dramatize some highlights comparing a democratic form of government and a totalitarin (socialist, fascist, dictatorship) form of government.

IV. Evaluation
- A. What are the rights of citizens in a democracy?
- B. What are the responsibilities of a citizen in a democracy?
- C. What different forms of government has our country experienced since it was first settled?
- D. Have you discovered any relations between the type of government a country has and the race of people living there?
- E. Do you think geographical factors in any way influence the form of government in a nation?
- F. What is the relation between the economic conditions in a country and its government?
- G. Is the term "democracy" ever misused?
- H. What is the largest group of government workers in the U. S.?
  1. What are career possibilities in government?
  2. Would you be interested in government work as a career? Why or why not?
- I. Why must we be concerned about the kinds of government found in other nations of the world?
  1. Why should one government try to overthrow another?
  2. How does trade and other economic factors influence this?
- J. Compare the purpose of education in a dictatorship and in a democracy.
- K. Why do dictators suppress freedom of speech, press, religion, and assembly?

Problem Area V: THE SPIRITUAL (OR RELIGIOUS) CONCEPT OF ONE WORLD

I. Basic Information

- A. Ancient and Primitive religions
  1. American Indian religions
     - a. Aztec religion
     - b. Buffalo ceremonials
     - c. Cliff dwellers' temple
     - d. Happy Hunting Ground
     - e. Peace pipe
     - f. Toltec religion
     - g. Totem
  2. Ancestor worship
  3. Animal worship
     - a. Ainus
     - b. Asp worship
     - c. Bettle worship, Scarab

d. Buffalo ceremenials
e. Cattle worship
f. Golden Calf
g. Snake, Snake dance - Maya Indians
h. Transmigration of the soul

4. Animism
5. Cannibalism
6. Devil worship
7. Druidism
   a. The people
   b. Christmas - Yule log
   c. Halloween
   d. May Day
   e. Mistletoe
8. Fetish
9. Fire worship
10. Gods of early and ancient religions
11. Idols
12. Nature worship - pantheism
13. Sacrifices
14. Shamanism
15. Sun worship
16. Superstition
   a. Magic
   b. Occult
17. Taboo
18. Voodoo
19. Witchcraft

B. Modern Religions
   1. Religions of the world
   2. Judaism
   3. Christianity
      a. Catholicism
      b. Protestantism
   4. Other religions
      a. Bahai
      b. Buddhist
      c. Confucianism
      d. Druse
      e. Hindu
      f. Islam
      g. Lamaist
      h. Shinto
      i. Spiritualism
      j. Taoist
      k. Theosophist
      l. Zorcastrian

C. The Bible
   1. What the Bible is
      a. To Jews
      b. To Roman Catholics
      c. To Protestants
   2. How the Bible was written

3. Some famous Bibles
   a. Gutenberg (Johann) Bible
   b. Indian Bible
   c. Mazarin Bible (Fust, Johann)
4. Divisions in the Bible
   a. Old testament books
   b. New testament books
   c. Apocryphal Books of the Bible

D. Influences of Religion
1. Divorce and religion
2. Drama and religion
3. Dress and religion
   a. Hairdressing Sikhs
   b. Hindu dress
   c. Puritan dress
4. Economics and religion (Communal experiments)
   a. Amanite
   b. Dukhobors
   c. House of David
   d. Oneida Community
   e. Rappites (New Harmony)
5. Education and religion
   a. Academic freedom
   b. Education in the Middle Ages
      1. Monastery school
      2. Monks copying manuscripts
   c. Education in Colonial America
   d. Church schools in America
   e. Parochial schools
   f. Religious education
      1. Character education
      2. Sunday School
6. Food and religion
   a. Fast
   b. Kosher
   c. Vegetarianism
7. Government and religion
   a. Blue Laws
   b. Divine Right of Kings
   c. Religion under Democracy, Communism, and Fascism (see government).
   d. Theocracy
8. Measurement of time and religion
   a. Church Calendar
      1. Hebrew Calendar
      2. Islamic Calendar
   b. Christian era abbreviations A. D. - B. C.
   c. Week days
   d. Year
9. Painting and religion
10. Science and religion
   a. Galileo
   b. Objections to the Theory of Evolution
11. Sculpture and religion

12. War and religion (see conscientious objector)

E. Religious Freedom and Toleration
   1. Freedom of religion
      a. Democratic freedom
      b. Civil liberties
   2. History of religious toleration (see Intercultural education)
   3. Early religious persecution
      a. Persecution of the Jews
      b. Persecution of the Christians
         1. Catacombs
         2. Colosseum
   4. Religious intolerance in the Middle Ages
      a. Jewish persecution (Ghetto)
      b. Christian persecution
         1. Heresy
         2. Inquisition
   5. America as a religious refuge
      a. Friends, Society of (W. Penn)
      b. Hutchinson, Anne Marbury
      c. Pilgrims
      d. Williams, Roger
      e. Witchcraft
   6. Legal establishment of religious toleration
      a. Bill of Rights
      b. French Revolution
      c. Nantes, Edict of
      d. Toleration Act
      e. U. S. S. R. (religion)
   7. Separation of church and state
      a. In England
      b. In France
      c. In Italy
   8. Modern religious toleration
      a. Four Freedoms
      b. Intercultural education
      c. National Conference of Christians and Jews
      d. National Council of Churches of Christ in the U. S.
      e. World Council of Churches

F. Social studies skills
   1. How to make a current events report
   2. How to take notes
   3. How to draw conclusions
   4. How to remember a study assignment
   5. How to summarize

Books for Children and Teachers

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Goudge, Elizabeth, God So Loved The World. New York: Coward - McCann Publishing Company, 1951.

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Life Magazine, The World's Great Religions. Chicago: Time, Inc., 1957.

Link, Henry Charles, Return To Religion. New York: The Macmillan Company, 1941.

Marshall, Bruce, The World, The Flesh, and Father Smith. Boston: Houghton - Mifflin Company, 1945.

Smith, Ruth, Tree of Life; Selections From the Literature of The World's Religions. New York: Viking Publishing Company, 1942.

III. Suggested Activities

A. On an outline world map, show the distribution of the major religious groups in the world today.

B. Make a chart showing the percentage of Christians (29.1%) and non-Christians (70.9%) today
C. Record - C. Heston Reads The Five Books of Moses.

IV. Evaluation
A. What is religion?
B. What are the three elements of every religion?
C. What material and social values did the early religions seek?
D. When and why did man add the theory of life after death to his religion?
E. What religion still maintains that man can achieve the perfect life in this world?
F. What are the eleven living and growing religions in the world today? Which are the top seven?
G. What religious group was horribly persecuted by the Nazis during World War II?
H. Has there ever been a group of men in the history of mankind without some form of religion?
I. What is meant by polytheistic and monotheistic religions
J. Have religious differences ever caused nations to go to war? Name some examples.
K. Explain very fully how religion has affected the settlement, growth, and government of America.
L. How has religion influenced government in various nations of the world?
M. Explain the influence of religion on education throughout the history of mankind.
N. Why must the various religious groups develop a tolerance of each other today?
O. What government today is opposed to all modern religions?
P. Did you find that race has any significant relation to the religion of a group of people?

THIS WE CAN EXPECT

That the children will acquire a broadened outlook with a new awareness of the interrelationships, interdependence, and the necessity for international communication of all people on earth. We should expect the development of a feeling of "oneness" with the world and of a responsibility of man for man knowing that what is good for one group cannot be good unless it is good for all.

That an interest will be stimulated which will be developed into more thorough research as the years pass on man's ever perplexing problems or environment, race, economics, government, and religion.

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A. BOOKS

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ARITHMETIC

This We Believe

We believe that in the field of mathematics there is a real challenge for the gifted child. Arithmetic skills should be stressed, but the bright child often dislikes drill and is most impatient with routine. It is necessary to adapt methods of instruction that involve meaningful drill. The learner should be provided with the opportunity of making many side trips into new and challenging territory. It is the responsibility of the teacher to retain this high level of interest for these students.

This We Need

In teaching the arithmetic in the following problems areas we need these items:

A place value chart; flannel board; flannel fraction discs; puzzles and number games; toy money; measuring devices such as scales; measuring cups and spoons; abacus; fraction chart; models of cube and prism; giant wooden ruler, blackboard compass, decimal and percentage charts.

These books would be helpful to the teacher:

Hickerson, J. Allen, Guiding Children's Arithmetic Experiences; Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1952.

Morton, R. L., Teaching Arithmetic, What Research Says, Series, No. 2, Washington, D. C.: National Education Association, 1953.

PLATE

Problem Area I
Understanding Numbers

A. Developing Number Skills.
B. Adding and Subtracting Whole Numbers.
C. Research into Various numbers systems.
D. Multiplying and Dividing Whole Numbers.
E. Short Ways of Dividing.

Problem Area II
Understanding Fractions

A. Working with Halves, Fourths, and Eighths.
B. Working with Mixed Numbers.
C. Kinds of Fractions.
D. Multiplying Fractions.
E. Dividing Fractions.

Problem Area III
Understanding Measurements

A. Problems about distance.
B. The Common Measures.
C. Adding and Subtracting Denominate Numbers.

Problem Area IV
Understanding Problem Solving

A. Problems with Money Matters
B. Problems Solving Whole Numbers.
C. Knowing How.
D. Choosing the Right Numbers to solve the Problems.

Problem Area V
Understanding Graphs and Geometry.

A. Making a Bar Graph.
B. Making a Line Graph.
C. Perimeters
D. Working with Plane Figures.
E. Drawing to a scale.
F. Area of Rectangle and Square.
G. Learning about Triangles.
H. Learning about Prisms.
I. Learning about a Circle.

Problem Area VI
Understanding Decimals

A. Reading and Writing Tenths.
B. Reading and Writing Hundredths.
C. Adding and Subtracting decimals.
D. Placing the Decimal Point.
E. Multiplying by a Decimal.
F. Dividing a Decimal.
G. Beginning Per Cent.

This We Can Do

Caution: In these problem areas there are two or three suggested examples. The teacher will need to introduce other examples or let the children make up others.

Problem Area I - Understanding Numbers

A. Developing Number Skills

1. Round this number to the nearest hundreds, then thousands, then millions; 8,752,929.

2. Write the largest number you can, using these digits; 3 4 9 6 8 0.

3. What is the value of 2 in each nu[illegible] below? 6, 527, 831; 462, 741; 217, 430; 4472.

B. Adding and subtracting Whole Numbers.

1. Fill in the missing numbers:

$$\begin{array}{r} \$\ 248.65 \\ ???.?? \\ 406.27 \\ 27.13 \\ \hline \$\ 684.97 \end{array}$$

2.

In four attempts Jean threw bean bags into spaces 6, 4, 3, and 2. What square must she fill to score 23?

3. Arrange the digits from 1, 2, 3, 4, 5, 6, 7; so that they will add up to 100. Hint: (You will use 3 two place numbers; one - one-place number.)

4. Add eight 8's so as to get a thousand.

$$\begin{array}{rr} & 888 \\ & 88 \\ & 8 \\ \text{Answer} & 8 \\ & 8 \\ \hline & 1{,}000 \end{array}$$

C. Research into various number systems - early Egyptian and Roman systems. (Refer to page 2 for chart).

1. Write these Arabic Numbers, using Egyptian symbols:

14 341 492
63 162 1159 2314

Hindu-Arabic	Egyptian	Roman
1		I
2		II
3		III
4		IV
5		V
6		VI
7		VII
8		VIII
9		IX
10		X
15		XV
20		XX
33		XXXIII
50		L
65		LXV
75		LXXV
100		C
500		D
1000		M

2. Write these Arabic numbers as Roman numerals:

44	350	495	1590
93	362	1930	2675

D. Multiplying and Dividing Whole Numbers.

1. A man traveled 246 miles by train and then 240 miles by bus. He traveled 40 miles less than 4 times as far as he had already traveled by plane. How far did he travel in all?

2. In 1935 coffee cost 35¢ a pound. Today it costs $1.03 a pound. If a family uses 2 pounds per week, how much more per year does it cost for coffee now than in 1935?

3. See if you can "unscramble" the following numbers so that they are in good multiplication form.

56,172
1,812
453
906
124

Answer

453
X 124
1812
906
453
56,172

E. Dividing by larger numbers.

When the dividend is smaller than the divisor, the quotient should be expressed as a fraction reduced to lowest terms. The quotient remainder becomes the numerator and the divisor becomes the denominator.

$6\overline{)5}$ 0 r 5 = 5/6 $\qquad$ $8\overline{)4}$ 0 r 4 = 4/8 = 1/2

1. If 12 boys share 4 doughnuts, will each boy get 1 doughnut, 1/2 doughnut, 1/3 doughnut, or 1/4 doughnut?

2. A piece of ribbon is 7 yards long. Two yards are cut off it. The remainder is to be divided into 10 pieces. How long will each piece be?

F. Numbers Concerning Average.

1. A newsboy sold papers as follows: 72,60,68,79,64,77. What was his average profit per day if he received 2¢ for each paper sold? What were his weekly earnings?

2. If you can average a quart of ice cream for 7 persons, will 2 gallons serve 54 people?

G. Dividing with a 3 - Figure Divisor.

1. During a 120 day heating season, a large school system uses 3600 tons of coal. How many tons is this per day? How many pounds?

2. A company wishes to package marbles by the gross. How many packages can be made from 4860 marbles?

H. Short ways of Dividing.

When divisor and dividend end in zero or zeros cross out the same number in each.

Example: 38Ø ÷ 2Ø = 38 ÷ 2 = 16

1. Divide by the short cut:

a. 560 ÷ 70
b. 2100 ÷ 70
c. 3600 ÷ 400

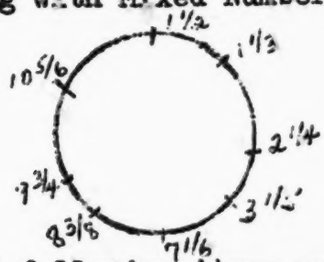
Problem Area II - Understanding Fractions

A. Working with Halves, Fourths, and Eighths.

1. A piece of paper is 8 inches wide. It is divided into columns 1/2 inch wide. How many will there be?

2. Find a recipe using fractional parts of measure. Double the recipe and rewrite the measures.

B. Working with Mixed Numbers.

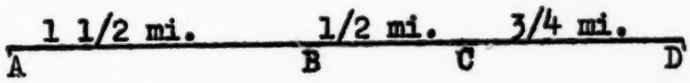
1. 

To each mixed number on the wheel add 5 5/6, 12 7/8, 24 3/4. Do the work clockwise.

2. The following items were bought:

9 3/4 lb. turkey at 72¢ a pound.
3 1/2 lb. butter at 76¢ a pound.
3 1/4 doz. oranges at 40¢ a dozen.
3 1/2 doz. oysters at 40¢ a dozen.
3 1/3 doz. rolls at 24¢ a dozen.

3. On Monday, John walked from A to C. Then he walked back to B to find a ball he had dropped. Then he walked on to D. How far did he walk in all?



C. Kinds of fractions.

1. Make up and solve a problem in which you use each of the following:

a. A proper fraction plus a proper fraction.
b. A proper fraction plus an improper fraction.
c. A mixed number plus a mixed number.
d. A mixed number plus a proper fraction.

e. A proper fraction minus a proper fraction.
f. A whole number minus a proper fraction.
g. A mixed number minus a proper fraction.
h. A mixed number minus a mixed number.
i. A whole number minus a mixed number.

D. Multiplying Fractions.

1. Mother has 2/4 lbs. of cheese. She wishes to use 1/3 of it. What part should be weighed off.

2. Tom worked for $1.32 hour. In 4 days he worked 6 1/2 hours, 7 3/4 hours, 5 1/3 hours, and 6 5/6 hours. What did he earn?

3. A man spends 1/3 of his money and loses 2/3 of the rest. He then has $12. How much money did he start with?

(Answer: $54)

E. Dividing Fractions.

1. A stack of boards 26 1/4 inches high is made up of boards 1 3/4 inches thick. How many boards are in the stack?

2. Jane read 78 3/4 pages of geography in 3 1/2 hours. What was her average rate of reading?

Problem Area III - Understanding Measurements

A. Problems about distance.

1. To find time we divide distance by rate. The formula is t = d ÷ r. Use this formula to fill in missing numbers.

a. n = 48 ÷ 12
b. 35 = 350 ÷ n
c. 20 = n ÷ 9
d. n = 48 ÷ 4

2. A child rides his bicycle 1/4 mile to school. How many feet does he ride? Yards does he ride? Rods does he ride?

mile = 5,280 feet, 1,760 yards, 320 rods.

B. The Common Measures.

1. The first day of a month is Thursday. How many Sundays will there be in that month? On what dates will they fall?

2. What is the meaning of these terms:

decade, era, century, B. C., A. D.?

C. Adding and Subtracting Denominate Numbers.

1. Find sum:

4 ft. 4 in.	3 gal. 2 qt.	4 hr. 17 min.
3 ft. 3 in.	5 gal. 3 qt.	2 hr. 48 min.

2. Subtract:

7 ft. 11 in.	4 hr. 30 min.	7 lb. 4 oz.
4 ft. 5 in.	2 hr. 45 min.	2 lb. 11 oz.

Problem Area IV - Understanding Problem Solving

A. Problems with Money Matters.

1. Apples are marked 5 lbs. for 49¢. If they are marked down 4¢, what would be the cost of 15 lbs.?

2. Which is cheaper, 2 cans of dogfood for 33¢ or 3 cans for 47¢? How much cheaper?

B. Problems Solving - Whole Numbers.

1. A prime number is one that cannot be divided by any number except itself and 1. An example is 11. List the prime numbers between 10 and 33.

2. Four college students worked on the highways checking cars one summer. They earned a total of $405. The first worked 10 days; the second 12 days; the third, 9 days; the fourth, 14 days. What did each earn for his work if each was paid at the same rate?

C. Knowing How.

Write the word or phrase which completes the following sentences.

1. If you know the cost of a pound of candy, the cost of an ounce is found by _____.

2. To find the sum of several equal whole numbers, the quickest way to find the sum is to _____.

D. Choosing the Right Numbers to solve the Problems.

1. A ferry boat makes 3 trips per hour. Each car costs 25¢ and each person 5¢. What will it cost a family of 4 to make a trip?

2. At the age of 12 I weighed 102 1/2 lbs. At the age of 14 my weight was 112 3/4 lbs. How much had I gained?

Problem Area V - Understanding Graphs and Geometry.

A. Making a Bar Graph.

1. Make a graph by following these directions:

Draw a rectangle 6 inches long and 5 inches wide. Mark it off in ¼ inch squares. Let each square across the bottom represent 5 miles.

Mr. Smith drove 80 miles in 2 hours; Mr. Harris, 60 miles in 1 hour; Mr. Jones, 400 miles in 8 hours; and Mr. Jackson, 60 miles in 2 hours. Find the average speed per hour of each man and record it on the graph.

2. Draw another graph like the one in exercise 1. On this one let each ¼ inch square along the side represent ½ hour. On it show the numbers of hours each man traveled.

3. Make bar graphs on speeds and altitudes reached by planes and rockets using following information:

Super Sabre	822 m.p.h.	about 10 miles
Bell X - I.A.	1659 m.p.h.	about 17 miles
Navy Viking	4100 m.p.h.	about 158 miles
War Corporal	5000 m.p.h.	about 250 miles

B. Making a Line Graph

Here is a sample of one:

Mary made the following spelling score. Test one 15, test two 20, test three 20, test four 25, test five 23. Her records were shown as follows:

1. Make a line graph to show Mae's height: Age 7, 44 in.; age 8, 47 in.; age 9, 48 in.; age 10, 51 in.; age 11, 55 in.

2. Make a line graph showing the 7:00 a.m. temperature of your city for the current week.

C. Perimeters

1. Find the perimeter of these rectangles in yards:

   a. 12 ft. x 15 ft.
   b. 27 in. x 27 in.
   c. 14 yd. x 432 in.

2. If you have 24 yards in the perimeter of a rectangle, give the dimensions of several rectangles that would have this perimeter.

D. Working with Plane Figures

1. Define a rectangle using the word angles instead of square corners.

2. Some plane figures are the triangle, parallelogram, circle, trapezoid. Draw one of each of these.

3. Define and draw the following angles: right, acute, obtuse, straight.

E. Drawing to a scale.

1. Use a scale 1" = 4 miles. Make a drawing in which you place your home near the center. Then show these places:

   a. a house 1 mile east of your home.
   b. the school 2 miles south of your home.
   c. the grocery store 2 miles north of your home.

F. Area of Rectangle and Square.

1. Use these formulas to do these problems:

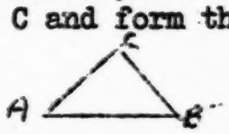
   $P = 2L + 2W$ $\qquad$ $A = L \times W$ (L W)

   a. Find W if P = 24 and L = 8
   b. Find L if P = 32 and W = 6
   C. Find L if A = 60 and W = 4
   d. Find W if A = 104 and L = 52

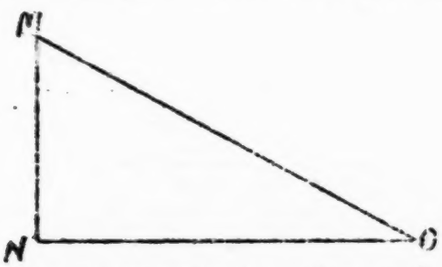
2. A lot has an area of 1500 square yards. How wide is it? How long is it?

G. Learning about Triangles.

A triangle is a plane surface, having 3 sides. These sides meet at points called the vertices and form angles where they meet. On this triangle lines AC and BC meet at the vertex C and form the angle C.



1.



   a. What lines form angle N?
   b. What lines form angle O?
   c. What other angle is formed?

2. If a triangle has 3 equal sides, it is called an equilateral triangle. To find its perimeter, we add the three sides.

   Find the perimeter of an equilateral triangle that has sides 2 inches long. One that has sides 5 inches long.

3. Triangles which have 2 equal sides are called <u>isosceles</u> Triangles. Triangles whose sides are all different lengths are <u>scalene</u> triangles. Draw one of each.

H. Learning about Prisms.

A prism has 3 dimensions. They are length, width, and height. The sides of the prism are called faces. Some prisms are shoe boxes, class rooms, and books. The capacity of a prism is called its <u>volume</u>.

The volume is found by finding the product of the three dimensions. (V = L x W x H). The answer is expressed as the number of uniform cubes contained in the prism.

Example: A shoe box is 6 inches wide, 10 inches long, and 5 inches deep (high). What is its volume?

Solution:
V = L x W x H
V = 10 x 6 x 5
V = 60 x 5
V = 300 cubic inches.

1. A class room is 26 feet by 32 feet with a 12 foot ceiling. What is the volume?

I. Learning about a Circle.

1. A circle has 2 dimensions, a diameter and a circumference. The diameter can be cut in half. One half is called a radius. To draw a 4 inch circle, set the compass at 2 inches. At what dimension will your compass be set to draw a 6 inch circle? A 8 inch circle? A 10 inch circle? Draw the three circles.

2. The distance around a circle is the circumference. It is found by multiplying 3 1/7 times the diameter. This relationship is called the Greek Letter "Pi". Find the circumference of a circle whose diameter is 7 inches.

Problem Area VI - Understanding Decimals

A. Reading and Writing Tenths.

1. Place these according to size from the largest to smallest.

a. 3/4	c. 4/5	e. 3.5	g. 3 2/5
b. .3	d. .7	f. 1/5	h. 9/5

2. Copy and write in the missing number.

a. 1/5 = 2/10 = .2
b. 2/5 = ?/10 = ?
c. 5/5 = ?/10 = ?
d. 6/5 = ?/10 = ?
e. 8/5 = ?/10 = ?
f. 10/5 = ?/10 = ?

B. Reading and Writing Hundredths.

1. Write the following as decimals:

a. twenty-five hundredths.
b. six and seventeen hundredths.
c. fifty and fifty hundredths.

2. Write these numbers using decimals instead of fractions.

a. 264 36/100	c. 1/100
b. 337 33/100	d. 87 9/100

C. Adding and subtracting decimals.

1. Add:

twenty-six and fifty-four hundredths
eighteen and four tenths
ninety-four hundredths
nine hundred seven and four hundredths

2. From the sum of 27.82 and 16.92 subtract the difference between 19.54 and 20.87.

D. Placing the Decimal Point.

In each of these problems the decimal point has been misplaced or omitted. Write the number correctly.

1. Our beef roast for Sunday weighed 750 pounds.

2. Mary gained 249.5 pounds in 3 years.

3. Mr. Allen's new car averages 1752 miles per gallon.

E. Multiplying by a Decimal.

When multiplying decimals, in the product we point off, counting from the right, as many decimal places as there are in the multiplier and multiplicand.

Examples:

$$\begin{array}{r} 38 \\ \times\ .2 \\ \hline 7.6 \end{array} \qquad \begin{array}{r} 3.25 \\ \times\ .6 \\ \hline 1.950 \end{array}$$

1. A board is 14.8 inches square. What is its perimeter?

2. Gregory ran 3.5 laps around a .25 mile track. How far did he run?

F. Dividing a Decimal.

When dividing a decimal by a whole number, place the decimal point in the quotient directly above the decimal in the dividend.

Example:

$$2 \overline{)\ 4.8}\ \ 2.4$$

When dividing a decimal by a decimal move the decimal to the right of the last digit in the divisor. The decimal point in the dividend must be moved the same number of places to the right.

Example:

$$.5 \overline{)\ 5.75}\ \ 11.5$$

1. On Monday my speedometer read 7254.1. On Tuesday it read 7349.5. What was the average mileage for the 2 days?

2. Jim's father drove 159.04 miles in 3.2 hours. What was his average speed?

G. Beginning Per Cent.

When we change hundredths to per cent, we remove the decimal point and read the whole numbers per cent - .35 is read 35%.

1. If Jack loses 20% of his money, what will he have left if he had $5.00?

2. Jack lost 25% of his marbles and has 18 left. How many did he have before losing any?

This We Can Expect

From an enriched program of this type the gifted child is required to work harder to achieve; therefore, he is not likely to become bored. He is stimulated and motivated to reach a high level of achievement and to do this naturally. The student is given drill in the fundamentals and also encouraged to work toward more mature reasoning and understanding of the basic concepts presented.

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CHAPTER 4

SCIENCE

This We Believe

The gifted child usually has a high degree of intellectual curiosity, an ability to think critically, to analyze, generalize and draw relationships. Development of these characteristics results in increased ability to answer problems experienced in life.

The teacher is a key factor in stimulating appreciation and achievement in science by practice of scientific techniques, introducing the general field of science and the wide variety of uses to man, by encouraging the study of the history of science, and by introducing literature dealing with careers of men and women in science.

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"Gravity." Young America, 46 frames

"Friction at Work." Young America, 46 frames

"Magnets." Young America, 40 frames

"Our Earth in Motion." Jam Handy 39 frames

"The Moon." Young America, 42 frames

"The World of Living Things." Society for Visual Education

"How Animals are Grouped." Young America, 42 frames

"Large Hoofed Mamals." Society for Visual Education, 48 frames

"Rodents." Society for Visual Education, 44 frames

"Animals Help Us." Young America, 37 frames

"Life in Ponds, Lakes and Streams." Jam Handy, 59 frames.

This We Can Do

There is a relationship between the areas presented which shows a basic relationship between man and his enviroment. In studying this program in its entirety it is hoped that relationships of field of science will be used as a basis for study in the future.

Problem Area I. Plants and Animals are Interrelated

A. Desired Learnings

1. Plants and animals have a way of protecting themselves.
2. Plants and animals react to happenings in environment.
3. Classifications are based on differences in structure.
4. Living things need air and food.
5. Fossils tell the story of living things.

B. Related Activities

1. Read to find out about prehistoric life.
2. Visit a museum to study fossils.
3. Find out about prehistoric life in your community.
4. Make a rock collection of different kinds of fossils.
5. Make a close observation for a year of a tree at home. Write

a story each month of changes and causes. Learn to identify parts of the tree and functions.

6. Find out about the classification of plants. Make a collection of different classifications.
7. Make a study of vertebrate and invertebrate animals.
8. Read about plants and animals of the sea.
9. Examine microscopic plants and animals and study their structure.
10. Write for information about trees in our National Forests.
11. Read the story of coal to learn the part played by plants.
12. Study the life cycle of the frog.
13. Describe the environment of different plants and animals.

Problem Area II. Air and Weather Affect Living Things.

A. Desired Learnings

1. Air movement and temperature cause changes.
2. The changes in the water cycle are continuous and the water supply is constant.
3. Matter can be changed in form.
4. Weather forecasting is based on scientific knowledge.

B. Related Activities

1. Make weather instruments and observe changes in weather conditions.
   a. Make a rain gauge by placing a can in a stationary position. Measure the depth of rainfall immediately after rainfall.
   b. Observe changes in air pressure from a barometer. Bend a piece of tubing into a "J" shape and insert in a hole of a rubber stopper. Place the stopper in a bottle filled with water so that the curved part of the tube is outside. Invert the bottle and place in a stationary position.

Note the change in water level in the open part of the tube.

2. Demonstrate that soil becomes heated more quickly than water, but lose its heat more quickly. Place containers equally filled with wet sand and dry sand in a heated place. After checking temp ratures, allow to cool while checking temperature.
3. Study the properties and characteristics of air to show how air moves.
4. Demonstrate changes in form by boiling, freezing, and condensation.
5. Draw a map showing the wind belts of the earth.
6. Learn to identify clouds.
7. Make a report on storms and storm warnings.
8. Make a collection of current reports concerning developments in weather studios.
9. Report on present day expeditions and men who made them.
10. Study the distribution of heat from the sun to earth. Explain how unequal distribution causes change in temperature.
11. Visit the weather station to find how forecasts are determined.
12. Learn to interpret the reading of a weather map.
13. Study the history of weather forecasting.
14. Find out what is being reported as a result of IGY studies on the earth and its atmosphere.
15. Read about the Ice Age in North America. What is being said about the possibility of a coming Ice Age.

Problem Area III. Electricity and Its Uses

A. Desired Learnings

. There is a relationship between magnetism and electricity.

2. There is an understanding of sources of electricity.

3. Electricity has many uses.

B. Related Activities.

1. Arrange bar magnets to see how they attract and repel each other by suspending one bar magnet and bringing another magnet near. Notice that north ends of the magnets repel each other and south ends repel each other. North ends attract south ends.

2. Read and report about the first knowledge and uses of magnetic force.

3. Using a large globe, show the magnetic poles of the earth. Explain how they are different.

4. Find out about the mdecular theory of magnetism.

5. Compare the action between the poles of magnets to the action between positive and negative charges in electricity.

6. Explain what is meant by static electricity.

7. Explain the difference between static and current electricity.

8. Real about Benjamin Franklin's experiments with electricity.

9. Report on the electron theory of matter.

10. Visit a hydroelectric plant for information about the generation of electricity.

11. Consult a local electrical contractor for information on regulations for electrical installations.

12. Keep up with IGY reports on effects of solar disturbances on the ionosphere, and on magnetic fields and variations in force of gravity.

This We Can Expect

1. There is an understanding that living things have a particular distribution and that temperature and water are important factors influencing growth and distribution.
2. Man's knowledge of the orderliness of balance in nature leads to better practices in conservation.
3. In practical fields, a knowledge of matter and energy and its behavior is essential and helpful.

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CHAPTER 5

FINE ARTS

A Fine Arts Program For Fourth And Fifth Grades

I. Problem Area One: Music A. Tracing The History of Music. B. Guided Listening. C. Interpreting D. Understanding Other Nations Through Music. E. Study of Instruments. F. Special Folk Song Project.	II. Problem Area Two: Dramatics A. Understanding Dramatics B. Pantomiming Actions. C. Pantomiming Emotions. D. Pantomiming A Change of Emotions. E. Adding Dialogue To Action F. Play-Acting. G. Shadow Puppetry.
III. Problem Area Three: Art A. Art Appreciation: Study of fine pictures can stimulate the art of appreciation of beauty. B. Soulpture: this media changes as the child progresses in interests and ability. C. Crafts: provide experiments in many areas to help find permanent interests. D. Painting: should be creative and furnish pleasure and satisfaction to the child.	IV. Problem Area Four: Dancing Dancing is a physical activity for the expression of the emotions. A. Studying the kinds of dancing. B. Becoming Proficient In Certain Dance Steps.

A Fine Arts Program for Fourth and Fifth Grades

This We Believe

In this age where there develops situations which make it possible for individuals to have more and more leisure time, it is imperative to develop an appreciation of beauty. Man must have opportunities for self-expression. Since opportunities in this machine age are lacking, a stronger stress must be laid upon experiences in Fine Arts which would encourage self-expression during one's leisure time.

This We Need

I. Reference Materials

Dictionary

Encyclopedias

Book of Composers, etc.

II. Recordings or Albums

Ballads and Folk Songs by Burl Ives.

Early American Ballads by John Jacob Niles

"Tales of The Vienna Woods" by J. Strauss.

"Nutcracker Suite"

"Peer Gynt"

"The Pizzicato Polka" by J. Strauss.

"The Annen Polka" by J. Strauss.

"Golden Age Ballet Suite" by Dimitri Shostakovich.

(Others, as needed may be selected from music library)

III. Films

Emperor Waltz - Coronet -

Shows the spirit, development and variation of waltz music.

Mozart and His Music - Coronet - This film presents selections from his music against backgrounds of such cities as Salzburg, where Mozart was born and acclaimed a boy genius, and Vienna, where he later lived and composed some of his most mature works.

Peer Gynt - Coronet - Music in production that should be interesting to all music students.

Rhythm and Percussion - Encyclopedia Britannica Films - Conductor Eugene Kash explains to an audience of eager youngsters the fundamentals of rhythm and introduces the percussion instruments. An old Indian tom-tom, modern drums, and a childrens rhythm band performs under the direction of a diminutive leader.

Schubert and His Music - Coronet - This film recaptures the tempo of early nineteenth-century Vienna, which was so integral a part of Schubert's music. This blending of melodious music and Viennese settings develops a greater understanding of Schubert and the mode of expression known as "romanticism"

Sounds of Music - Youngsters meet the genial proprietor of their local music store who demonstrates the principles of amplitude, quality and frequency with the sounds and grooves of a phonograph record. Then, on a tour of his shop, we see and hear string, wind, and percussion instruments and derive a greater appreciation of the melodies.

IV. Art Materials

A. Reproduction of "Madonna and Child" by Lippi.

B. Reproductionsof many Madonna pictures.

C. Art Through The Ages by Helen Gardner.

D. Beautiful Masterpieces by Bertha Lewis.

E. Community resources: Art Museum

F. Great Pictures from National Art Gallery.

G. Media for soap sculpturing.

1. Large bar of soap (wet)
2. Knife
3. Orange stick
4. Pointed sticks

H. Media for leather tooling.

1. Leather
2. Leather lacing
3. Tools used in leathercraft
4. Liquid dye
5. Polish

I. Media for painting

This We Can Do

Problem Area I: MUSIC

A. Developing Musical Interests Through Study and Guided Listening.

1. Trace the history of music as far back as possible.

a. What instruments were available then?

b. How has civilization brought about changes in music? Correlate with Social Studies. (Stone Age, Ice Age, etc.)

c. How does war and periods of depression affect the type of music written at that particular time?

d. Why is music called the native language? Is this a good definition?

2. What is good music? Listen to various types of music. What music do I like? Why?

3. What types of music exist?

Make a study of each type of music, their history, and composers. Committee reports may be made on these. Classic examples of these types of music should be available for the childrens listening enjoyment.

a. An example of the study of the polka.

1. History: Where was the origin of the polka?

2. Listening: Listen to some outstanding polkas such as the "Pizzicato Polka" by Johann Strauss. Compare "The Pizzicato Polka" with Strauss's "The Annen Polka." ("The Annen Polka" is strictly for concert whereas the former is for dancing.)

3. Comparing: Compare Strauss's polkas with Dimitri Shostakovich, a contemporary Russian composer who has used the polka in his "Golden Age Ballet Suite." This

This polka is called a musical satire. (Westminster Recording Co. Record XWN 18293.)

4. Applying: After a thorough study of the polka, a dance may be learned.

b. An example of the study of the waltz.

1. History: Trace the history of the waltz. Review the life of Johann Strauss, the waltz king. Was his waltz compositions greater than his polkas?

2. Listening: Listen to "Tales of the Vienna Woods" by Strauss. Listen for the long but exciting introduction, the hunting calls, the feel of the quiet woods, and the loud chords introducing the first waltz.

3. Comparing: Compare Strauss's waltzes with those of other great composers. Was he truly the waltz king?

4. Applying: After a thorough study of the waltz, a dance may be learned.

c. Develop other types of music in similar fashion.

B. Developing Musical Appreciation Through Interpretation.

1. Interpreting through art: If the teacher is musically gifted, he may play selections on the piano and encourage the pupils to draw what they feel as he plays. Colors play an important part in interpreting feelings.

Draw a picture of the story or of something the music brings to the mind.

A group of clever children can draw many illustrations, tape them together as a huge roll and use as a movie when records are played. "Hansel and Gretel", "Nutcracker Suite",

and "Peer Gynt" are appropriate.

2. Guided interpretation: Recordings such as "Grand Canyon Suite" and "Peer Gynt" may be played. Let the child interpret them.

    a. How does Part IV ("In The Hall Of The Mountain King") compare with Part II ("Asa's Death")

    b. How does the mood change when Part III ("Anitra's Dance") is played?

3. Interpretation through dramatization: Let the children dramatize their feelings of the music. Dancing provides a good outlet of feelings.

4. Oral interpretation: Interpret mood, story, and musical forms of recorded music.

C. Promoting An Understanding Of Other Nations Through Music.

1. Correlating music with Social Studies.

    a. Listen to musical contributions of many nations.

    b. How does the tempo of music from each country compare with its people?

    c. How has social, religious, geographic and economic factors influenced musical culture? Panel discussions may be organized for this.

    d. How does musical culture help to promote peace among nations?

    e. Sing songs from many nations. Learn some songs in foreign languages.

    f. Make scrapbooks of musical contributions of other nations.

2. Aspects of Nationalism

Nationalism is a spirit of unity in the people of a country.

Nationalism is related to the spirit of a nation when aroused by war.

How did musical geniuses such as Beethoven Schubert, Frank Grieg, Dvorak, Brahms, Wagner, Chopin, and others express strong national feelings in their music?

3. Following Up

Pupils may learn to sing or bring in recordings of various national songs such as the "Marseillaise." They might investigate how this song became the "watch song" of the French Revolution.

D. Promoting Musical Growth By Studying Instruments.

1. Information: Study instrument families - woodwind, brass, percussion, etc.. Trace the history of each instrument. Study the formation of an orchestra.

2. Experimentation

a. Compare the size, shape, and sound of the instruments. How does size affect sound? (Science may be correlated here.)

b. Provide opportunities for actual experimentation with as many instruments as possible.

c. Create instruments.

d. Collect pictures of instruments. A classroom scrapbook may be made.

e. Perform as an instrumental soloist or accompanist.

f. Play in instrumental ensembles.

g. Construct a model seating plan of an orchestra. (Mount figures made from pipe stem cleaners, arrange figures in their proper seating order.)

E. Special Folk Music Project

1. Purpose: To develop a research project for advanced pupils in folk music.

2. Procedure

a. Pupils may divide the topic into five sections to represent the following:

Group of people whose folk music we enjoy.

Italy, France, Spain.

England, Scotland, Wales, Ireland.

Scandinavi, Germany, Austria, Switzerland.

Russia, Hungary, Czechoslovakia, Greece, Poland.

America, American Negro.

b. Choose selections of folk music from the above groups of peoples. Investigate the characteristics of:

Custom

National feeling

Thought or ideal that each folk music represents.

c. While doing research, keep these questions in mind:

1. What kind of people made this music?

2. Which music came from a happy people?

3. Which music came from a sad people?

4. Why should this influence their music?

5. How do they express their feelings in the music?

d. Suggestions for further development:

Folk music is a natural art.

Folk music reveals national feeling

Folk music reveals religious feeling

Folk music helps create nationality

Folk music helps us to understand other peoples.

3. Outgrowth of study

a. Dramatize ballads or folk songs. Ballads and folk songs tell a story that are obviously appropriate for dramatization. Some suggested ballads and folk songs for dramatization:

"Aunt Rhody", recorded by Burl Ives. Album title:

Ballads And Folk Songs.

"Cockle Shells"

"Dublin City"

"Erie Canal, The"

"Fox, The"

"Old Dan Tucker"

"Wake Nicodemus"

"Ballad of Barbara Ellen" recorded by John Jacob Niles. Early American Ballads.

"I Wonder As I Wander Out Under The Sky."

b. Imagine yourselves one hundred years into the future. Write a folk song as you think it would be written then. Upon completion, have a critical analysis.

1. What ideas influenced your words?
2. What is the general mood?
3. Does it have real feeling?
4. Compare to a folk song written one hundred years ago. (1860-61) This is the period when many folk songs were written about the hardships of the American negro.

Problem Area II: Dramatics

A. Understanding dramatics.

1. What is the difference between creative dramatics and theatrical dramatics?

2. What are the techniques of creative acting?

3. Why is natural, spontaneous freedom from the classroom restraints important?

4. What are the basic tools for dramatics?

a. voice

b. body

(This should include discussion on gestures, motions, and posture.)

B. Pantomiming actions

1. Pantomime actions and activities they do everyday.

2. Brushing teeth and combing hair.

3. Putting on shoes or boots.

4. Eating a rapidly melting ice cream cone.

5. Discovering, lifting, and carrying a heavy treasure chest.

6. Slapping mosquitoes.

C. Pantomiming emotions

Create emotional scenes and situations that provide excellent material for practicing the pantomiming of emotions.

1. Looking at your first report card of the year.

2. Washing dishes when you want to play outside.

3. Waiting in a dentist's office.

4. Watching a baseball game.

5. Walking past the cemetery on a dark, misty night.

6. Spilling milk and mopping it up before mother sees it.

D. Pantomiming a change of emotions.

1. Hitting a ball a long distance only to have it cross the foul line.
2. Catching a fish and then having it get away.
3. Ordering an ice cream soda and then finding you have no money to pay for it.

E. Adding dialogue to action.

Practice saying one phrase such as "Hello" in as many ways as possible.

F. Play-acting.

1. Understanding the play
   a. What is the central idea and what are the details?
   b. Discuss the play before acting it.
   c. What are the characters to do?
   d. How can you put suspense or conflict in the play?
   e. What are the personalities or moods of the characters?
2. Actual experience
   a. Set the stage.
   b. Let the children suggest scenes.
   c. Choose the characters.
3. Further suggestions for children with acting ability.
   a. Start a play acting group.
   b. Find leadership for the group if the teacher does not feel up to the task.
   c. Refer any gifted actor to a community little-theater group.
   d. Confer with the parents.
   e. Help the children to find books to stimulate his interests in dramatics.

G. Shadow Puppetry

Shadow puppetry lends itself particularly well to classroom use. Essentials are few--a translucent screen, some cutout figures, and a strong light.

The screen is easily made from bleached muslin or of thin cotton fabric, nailed or glued to a wooden frame- 2½" - 4"

Cut the puppets from cardboard or any stiff material. Introduce color by pasting construction paper over a cardboard outline. The puppets may be rigid or have movable parts.

Floor lamps are satisfactory if a floodlamp cannot be secured. Colored cellophane across the light source gives extra interest to the screen.

Music, sound effects and simple scenery will add reality to the play. A very effective combination is black scenery and colored puppets, or reverse. The children may use their originality by composing their own dialogue.

A story may be adapted from their reading, social studies, or one made up by the class. A good story to use is "The Musicians Of Bremen".

(This is combining art and dramatics.)

Problem Area III: Art

A. Art Appreciation

1. Study famous paintings of old and modern artists.
2. Research study of the lives and methods of the artists.
3. Correlate with social studies as to countries studied.
4. Dramatize famous paintings.
5. Study the history of art.
6. Visit art museums and exhibits.

7. Visit churches (study architecture, paintings, and windows.)
8. Invite artists to speak.
9. Collections of fine reproductions and originals.
10. How to select the best pictures and how and where to place them.

B. Study of one painting

1. Madonna and Child
2. Artist: Fra Filippo Lippi
3. School: Florentine
4. Date: 1457
5. Size: three feet high, two feet wide
6. Background: landscape scene through an open window.
7. Christ Child and Mother are centers of interest.
8. Color composition - rich tans and browns combined with greens and reds.
9. Model for Madonna was the beautiful nun, Lucrezia Buti.

C. Other Art Activities

1. Illustrate stories they have read.
2. Illustrate stories they have written.
3. Scribble drawing
4. Blot drawing
5. Unfinished stories.

Tell the children you are going to give them a very brief word picture which they are to finish with a drawing.

a. The girl stepped off the dock and into the boat when suddenly ---
b. The old man tottered down the street ---
c. Around the corner of the barn raced Terry and his dog.

6. Make cartoons of current events or historical events.

7. Mobiles - Construct mobiles around such things as health, fall, safety, baseball, etc..

D. Sculpture

This type of creative work gives the child freedom to work alone according to his desire and ability.

1. Methods

   a. carving

   b. modeling

   c. sculptoring

2. Media

   a. soap

   b. snow

   c. wood

   d. plaster of paris

   e. paper mache

   f. clay

3. Soap Sculpture

   a. Make a simple outline drawing of the object to be carved.

   b. Draw a side view.

   c. Draw an end view.

   d. Prepare soap by cutting off raised edges and lettering

   e. Cut out drawing - lay it on bar of soap and trace around it with a pointed stick.

   f. Cut away soap, start from edges and work toward the design. Turn the bar when needed to keep the right thickness of the design.

g. Cut the high surfaces first and then the lower surfaces. Round off the sharp edges. Designs should not be too small. Design should have a base which is a part of the piece of work.

E. Other activities

1. Participation in art contests

a. National Soap Carving Contest sponsored by Proctor and Gamble.

b. International Art Contest by American Junior Red Cross.

c. Visits to art museums.

2. Evaluation

a. Soap carving is an introduction to wood carving.

b. Short length of time.

c. Teaches patience and careful work habits.

d. Interest in design.

F. Crafts

Crafts offer a wide range of experiences and media to meet the needs and interests of a child's changing ideas. Crafts provide freedom for selection of activity and materials. They give him a chance to plan, accomplish, and evaluate his experience.

Suggested crafts:

1. Weaving
2. Metal
3. Aluminum foil
4. Copper foil
5. Etching on copper

6. Enameling on copper
7. Textile design
   a. Linoleum blocks
   b. Textile paints
8. Modeling and pottery
9. Wood carving
10. Puppets
11. Wire sculpture
12. Mosiacs
13. Leather
14. Ceramics
15. China and tile painting

G. Leather Tooling

This craft gives the child an opportunity to change a raw product into a useful object of beauty and value to him. Thus, this media offers creativeness and satisfaction in a finished product.

1. Design and cut paper pattern.
2. Select leather (suitable size, flexibility.)
3. Soak leather in water until saturated.
4. Trace design with leather tool.
5. Continue to tool the design until desired pattern is achieved.
6. Dye (if desired).
7. Polish.

H. Painting

1. Introduction:

Painting should never become an imitation but should be kept creative and the product will be the child's interpretation.

All children are endowed with creative ability. To inspire the use of this ability is the aim of every teacher. Painting is a form of this self-expression which reveals originality and individual achievement. Art can and should be satisfying.

2. Experiment with the various media for painting.
    a. water color
    b. oils
    c. tempera
    d. pastels
    e. charcoal
    f. finger painting
    g. chalk
    h. crayons

    (Each media has its own peculiar techniques which should be explained as each is introduced.)

Problem Area IV: Dancing

A. Make a study of the kinds of dancing.
    1. Ballet
    2. Square
    3. Contemporary
    4. Creative
    5. Folk Dances
B. Where did each dance originate?
C. Become proficient in certain dance steps.
    1. Polka
    2. Waltz
    3. Gavotte

This We Can Expect....

A rich, flexible program in the Fine Arts can give the child a satisfying experience in self-expression, creativity, appreciation, and a desire for future activities and accomplishments.

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